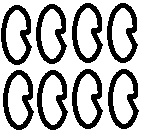
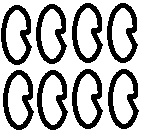
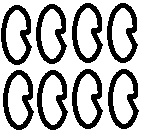
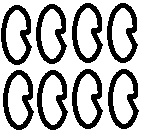
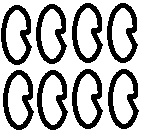
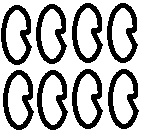
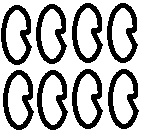
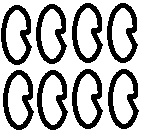
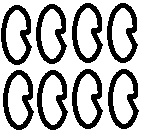
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December 7, 2009

Standard 1 Objective 3 A- Use a variety of models, including objects, length-based models, the number line and the ten frame to describe problem types

**Objective:** SW answer addition problems using objects and manipulatives and number combinations up to 8. SW use a number line to solve an addition problem up to 8.

**Hook:** Announce great surprise: We will be learning addition!

**Opening:**

Remind students about our number combinations. Tell them we were doing addition and didn’t even know it!! Our number combinations we have been doing are addition! We are going to be working on more number combinations and learn different ways we can do addition.

**Intro to new material:**

One way we can add is by using a number line. We all have number lines on our name tags, we have them on the walls in the classroom, we even have them on our rulers. We are going to be using some number lines today to add, and they sort of look like rulers. We won’t need any numbers larger than eight today, so our number lines only go to eight. Pass out papers. Write first problem down and have students write it too: 1 + 3 = \_\_\_\_\_. Tell them we will need two crayons. Color the number line up to 1 with one color. Ask the students how many more they think we should color in the next color. Yes, we should color 3 more spaces. Now look at the number we’re at, what do you think 1 + 3 equals? You’re right! Four! That’s easy, right. Let’s try another one.

**Guided Practice:**

Work through several problems together. Allow students to do one or two on their own and then check their answers. Maybe have them check the answer with their partners and see how they did. Go through them all together. Tell students they will be using number lines in their station with me today. In the other stations they will be working on either addition or number combinations. Model the different stations with beans, cubes, and the frog station. Explain the frog station is a little different and demonstrate how it is different. Tell them there is an activity we’ve done before that they can do if they finish their station. Model it.

**Independent Practice (with guided help as needed**):

Four stations. First is number combinations up to eight with beans. Second is number combinations up to eight with cubes. Third is number line addition. Fourth is addition with frogs. If students finish their stations 1, 2, or independent they can play the plate number combination game. If they finish early in my group 3 they can play the dice game with the number lines.

**Closing:**

Remind students that number combinations are addition. Tell them we use addition every day of our lives and it’s so exciting we are r9eady to learn how to add. Encourage them to find things to add at home.

December 8, 2009

Standard 1 Objective 3 A- Use a variety of models, including objects, length-based models, the number line and the ten frame to describe problem types

**Objective:** SW answer addition problems using objects, pictures and manipulatives and number combinations up to 9. SW use a number line to solve an addition problem up to 9.

**Hook and Opening:** Pick a student helper. Tell him it’s his lucky day, he won a chance to win a big…shiny…new…STICKER! However, it will cost him some money. The sticker costs 5 pennies. He has 2 pennies right now. You will give him 3 pennies. Will he have enough money. Ask the class. Thumbs up for yes, and thumbs down for no. Give them a hint- They’re going to have to use ADDITION to figure it out. Did he have enough? YES! Do you think we use addition every day of our lives? YES! Any time we buy something, we usually have to use addition. It is very important. One thing we can do to help us add is use a number line. Another thing we can do is draw a picture.

**Intro to new material:**

Review using a number line to add. Pass out papers. Do a couple of problems together. Tell students we can also draw pictures when we add. Explain that when we draw pictures to add, we don’t want to draw big beautiful pictures. When we go to the grocery store, we don’t pull out a pad of paper and draw big, beautiful pictures to add. It is easiest and fastest to use dots, circles, squares, or other simple shapes. Tell students we’re going to work on some together. Have everyone write down together 2 + 3 = \_\_\_\_\_\_. Chose someone to tell us what simple picture we should use. Circle is a great idea. We’re going to draw 2 circles now we’re going to add 3 more circles. How many circles do we have all together. Yes, we have 5 all together. Let’s try some more.

**Guided Practice:**

Work through several problems together. Allow students to do one ore two on tier own and then check their answers. Have them check an answer with a partner and see how they did and share the pictures they used to solve the problems. Tell students they will be using number lines and drawing pictures today in their stations. In their other stations, they will be working on addition and number combinations to NINE this time. Model the different stations with beans, cubes, and the frog station. Tell them there is an activity we’ve done before that they can do if they finish their stations. Model it.

**Independent Practice (with guided help as needed):**

Four stations. First is number combinations up to nine with beans. Second is number combinations up to nine with cubes. Third is number line addition and pictures. Fourth is addition with frogs. If students finish their stations 1, 2, or independent they can play the plate number combination game. If they finish early in my group 3 they can play the dice game with pictures.

**Closing:**

Remind students that we use addition every day of our lives and it’s very important to practice and soon we will start to remember some of these facts without having to draw pictures, using number lines or use objects. Encourage them to find things to add at home.

December 9, 2009

Standard 1 Objective 3 A- Use a variety of models, including objects, length-based models, the number line and the ten frame to describe problem types

**Objective:** SW answer addition problems using objects, pictures, manipulatives, and number combinations up to 10. SW use a number line and ten frames to solve an addition problem up to 10.

**Hook and Opening:** Pick a student helper. Tell him it’s his lucky day, he won a chance to win a big…shiny…new…BEAN! However, it will cost him something. The bean costs 10 jumping jacks. He has to do 3 right now. How many more jumping jacks will you need to do to earn your bean? Ask the class. Ask some answers, and ask for thumbs up for agree, and thumbs down for disagree. Give them a hint- They’re going to have to use ADDITION to figure it out. So is 3 plus 7 ten? Let’s check. YES! Do you think we use addition every day of our lives? YES! Any time we buy something, we usually have to use addition. It is very important. One thing we can do to help us add is use a number line. Another thing we can do is draw a picture. Another thing we can use is a ten frame.

**Intro to new material:**

Review using a number line to add. Review drawing a picture. Pass out ten frames and beans. Ask students if they recognize this ten frame? Yes, it looks like our calendar counter. It is the same thing. Model a couple of problems to show how a ten frame can be used to solve addition problems. Pass out laminated ten frames.

**Guided Practice:**

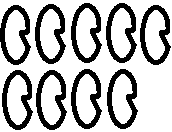
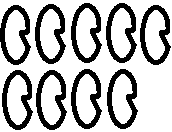
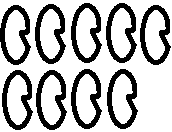
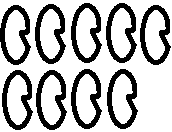
Work through several problems together. Allow students to do one ore two on tier own and then check their answers. Have them check an answer with a partner and see how they did and share the pictures they used to solve the problems. Tell students they will be using number lines and drawing pictures today in their stations. In their other stations, they will be working on addition and number combinations to NINE this time. Model the different stations with beans, cubes, and the frog station. Tell them there is an activity we’ve done before that they can do if they finish their stations. Model it.

**Independent Practice (with guided help as needed):**

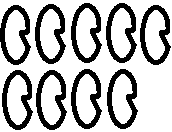
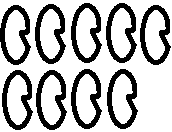
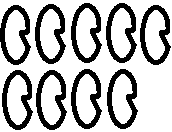
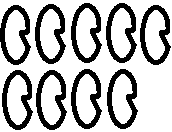
Four stations. First is number combinations up to nine with beans. Second is number combinations up to nine with cubes. Third is number line addition and pictures. Fourth is addition with frogs. If students finish their stations 1, 2, or independent they can play the plate number combination game. If they finish early in my group 3 they can play the dice game with pictures.

**Closing:**

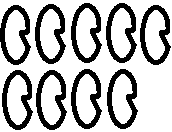
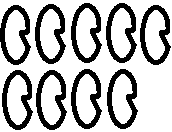
Remind students that we use addition every day of our lives and it’s very important to practice and soon we will start to remember some of these facts without having to draw pictures, using number lines or use objects. Encourage them to find things to add at home.

1. 2. 3. 4.

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3 4.

3 + 2 = \_\_\_\_\_\_\_ 4 + 1 = \_\_\_\_\_\_\_\_\_

5. 6.

5 + 4 = \_\_\_\_\_\_\_\_\_ 6 + 2 = \_\_\_\_\_\_\_\_\_

7. 8.

7 + 0 = \_\_\_\_\_\_\_\_ 8 + 1 = \_\_\_\_\_\_\_\_\_\_

9. 10.

 1 + 5 = \_\_\_\_\_\_\_\_ 2 + 4 = \_\_\_\_\_\_\_\_\_

1. 2. 3.

 4 + 1 = \_\_\_\_\_\_\_ 5 + 3 = \_\_\_\_\_\_\_ 6 + 3 = \_\_\_\_\_\_

4. 5. 6.

 7 + 1 = \_\_\_\_\_\_\_ 8 + 0 = \_\_\_\_\_\_\_ 1 + 6 = \_\_\_\_\_\_

7. 8. 9.

3 + 5 = \_\_\_\_\_\_\_ 3 + 4 = \_\_\_\_\_\_ 5 + 4 = \_\_\_\_\_\_\_

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3. 4.

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5. 6.

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9. 10.

\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_



11.

\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_

1. 2.

1 + 3 = \_\_\_\_\_\_\_ 2 + 4 = \_\_\_\_\_\_\_\_

Cuantos mas?

Cuantos mas?

3 4.

3 + 2 = \_\_\_\_\_\_\_ 4 + 1 = \_\_\_\_\_\_\_\_\_

Cuantos mas?

Cuantos mas?

5. 6.

5 + 4 = \_\_\_\_\_\_\_\_\_ 6 + 2 = \_\_\_\_\_\_\_\_\_

Cuantos mas?

Cuantos mas?

7. 8.

 7 + 0 = \_\_\_\_\_\_\_\_ 8 + 1 = \_\_\_\_\_\_\_\_\_\_

Cuantos mas?

Cuantos mas?

9. 10.

 1 + 5 = \_\_\_\_\_\_\_\_ 6 + 4 = \_\_\_\_\_\_\_\_\_

1. 2. 3.

 4 + 2 = \_\_\_\_\_\_\_ 5 + 3 = \_\_\_\_\_\_\_ 6 + 1 = \_\_\_\_\_\_

4. 5. 6.

 7 + 1 = \_\_\_\_\_\_\_ 8 + 0 = \_\_\_\_\_\_\_ 3 + 6 = \_\_\_\_\_\_

7. 8. 9.

4 + 5 = \_\_\_\_\_\_\_ 4 + 4 = \_\_\_\_\_\_ 6 + 4 = \_\_\_\_\_\_\_

Nombre\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. 2.

\_\_\_ + \_\_\_ = \_\_\_ \_\_\_ + \_\_\_ = \_\_\_

3. 4.

\_\_\_ + \_\_\_ = \_\_\_ \_\_\_ + \_\_\_ = \_\_\_

5. + =

Cuantos mas?

\_\_\_ + \_\_\_ = \_\_\_

5. + =

Cuantos mas?

\_\_\_ + \_\_\_ = \_\_\_

5. + =

Cuantos mas?

\_\_\_ + \_\_\_ = \_\_\_

5. + =

Cuantos mas?

\_\_\_ + \_\_\_ = \_\_\_

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| --- | --- | --- |
| \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ |
| \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ |
| \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ |
| \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ |
| \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ |
| \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ |
| \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ |
| \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ |

1. 2. 3. 4.

\_\_\_\_\_\_ + \_\_\_\_\_\_\_ = \_\_\_\_\_\_\_ \_\_\_\_\_\_ + \_\_\_\_\_\_\_ = \_\_\_\_\_\_\_ \_\_\_\_\_\_ + \_\_\_\_\_\_\_ = \_\_\_\_\_\_\_ \_\_\_\_\_\_ + \_\_\_\_\_\_\_ = \_\_\_\_\_\_\_

5. 6. 7. 8.

\_\_\_\_\_\_ + \_\_\_\_\_\_\_ = \_\_\_\_\_\_\_ \_\_\_\_\_\_ + \_\_\_\_\_\_\_ = \_\_\_\_\_\_\_ \_\_\_\_\_\_ + \_\_\_\_\_\_\_ = \_\_\_\_\_\_\_ \_\_\_\_\_\_ + \_\_\_\_\_\_\_ = \_\_\_\_\_\_\_

9. 10. 11.

\_\_\_\_\_\_ + \_\_\_\_\_\_\_ = \_\_\_\_\_\_\_ \_\_\_\_\_\_ + \_\_\_\_\_\_\_ = \_\_\_\_\_\_\_ \_\_\_\_\_\_ + \_\_\_\_\_\_\_ = \_\_\_\_\_\_\_

1. 2.

\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_

3. 4.

\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_

5. 6.

\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_

7. 8.

\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_

9. 10.

\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_



\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_

11.

1.  2.

1 + 3 = \_\_\_\_\_\_\_ 2 + 4 = \_\_\_\_\_\_\_\_

3 4.

3 + 2 = \_\_\_\_\_\_\_ 4 + 1 = \_\_\_\_\_\_\_\_\_

Cuantos mas?

Cuantos mas?

5. 6.

5 + 4 = \_\_\_\_\_\_\_\_\_ 6 + 2 = \_\_\_\_\_\_\_\_\_

Cuantos mas?

Cuantos mas?

7. 8.

 7 + 0 = \_\_\_\_\_\_\_\_ 8 + 1 = \_\_\_\_\_\_\_\_\_\_

Cuantos mas?

Cuantos mas?

9. 10.

 1 + 5 = \_\_\_\_\_\_\_\_ 6 + 4 = \_\_\_\_\_\_\_\_\_

1. 2. 3.

 4 + 2 = \_\_\_\_\_\_\_ 5 + 3 = \_\_\_\_\_\_\_ 6 + 1 = \_\_\_\_\_\_

4. 5. 6.

 7 + 1 = \_\_\_\_\_\_\_ 8 + 0 = \_\_\_\_\_\_\_ 3 + 6 = \_\_\_\_\_\_

7. 8. 9.

4 + 5 = \_\_\_\_\_\_\_ 4 + 4 = \_\_\_\_\_\_ 6 + 4 = \_\_\_\_\_\_\_

Nombre\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. 2.

\_\_\_ + \_\_\_ = \_\_\_ \_\_\_ + \_\_\_ = \_\_\_

3. 4.

\_\_\_ + \_\_\_ = \_\_\_ \_\_\_ + \_\_\_ = \_\_\_

3. 4.

\_\_\_ + \_\_\_ = \_\_\_ \_\_\_ + \_\_\_ = \_\_\_

5. 6.

Cuantos mas?

Cuantos mas?

\_\_\_ + \_\_\_ = \_\_\_ \_\_\_ + \_\_\_ = \_\_\_

5. 6.

Cuantos mas?

Cuantos mas?

\_\_\_ + \_\_\_ = \_\_\_ \_\_\_ + \_\_\_ = \_\_\_

5. 6.

Cuantos mas?

Cuantos mas?

\_\_\_ + \_\_\_ = \_\_\_ \_\_\_ + \_\_\_ = \_\_\_

Cuantos mas?

Cuantos mas?

11. 12.

\_\_\_ + \_\_\_ = \_\_\_

\_\_\_ + \_\_\_ = \_\_\_

|  |  |  |
| --- | --- | --- |
| \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ |
| \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ |
| \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ |
| \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ |
| \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ |
| \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ |
| \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ |
| \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ | \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\_\_ |